

19/1/1925/544

The House of Education,  
Ambleside.

of tests, I propose, on of a kind that the  
average child, of twelve, could not meet, may  
I venture to say to the perhaps, unique  
experience that has convinced me that these  
sorts of results are not easy to attain.

In the early days of the Parents' National  
Educational Union, some fourteen years  
ago, it became evident that many of the  
children of the members <sup>of the union</sup> were kept at  
home by second-rate governesses.

The problem was, how to secure a liberal  
education for these children, independent  
of their teachers. The Parents' Review School  
was established, in which programmes of  
work in sentence, term by term, designed to  
give the children a liberal education upon  
the best books in a variety of subjects.

When found the results astonishing.

The idea in the first place must  
bring these home-kept children to the

level of those kept in schools but <sup>un</sup>personal  
experience, which was rather forced upon us,  
has, ~~indeed~~, opened our minds to convictions  
which, I think, may throw new light upon the  
subject of the education of children under the age  
of twelve or fourteen in schools as well as at home.

As I am breaking what is possibly new  
ground I append a few illustrations of the  
sort of thing I have in view. The conditions of  
success are that the education of children  
between six & twelve should be on things &  
books rather oral teaching, whether by lesson or  
lecture ~~should~~ take a subordinate place in  
the school work.

Yours, Sir  
Edw. W.

C. H. Vasey

of the N. R. R. by way of oral lesson.

*[Faint, mostly illegible handwritten notes at the bottom of the page, possibly including a signature and date.]*

List

1895 Nov 504

Suggestions (Pamphlets)

From exam. of child up to

(1) R.C. Work. School Ed.

(2) Specimens of ~~art~~ work of school children under 12

<sup>and</sup> a favorite scene

(3) Illustrations of Reveries Caesar drawn by known children under 12

(4)

A considerable number of children are being educated on these lines in London. They might be brought together for such a test examination and proposer might be seen at work in his own schoolrooms.

A large no. of children's manuscripts may be seen at the Office of the Union 22 Victoria St.



29p4p1125111

The House of Education,  
Ambleside.

last term.

- (4) ~~They~~ should make a list of the birds they have observed during the year with any facts they have noticed about two of them. - ~~of the~~
- 1P (5) ~~of the~~ <sup>the</sup> hedgerow, or field, or pond, plants, they have found with <sup>crushed</sup> drawing, from memory of two of them.
- (6) ~~that they~~ should draw a plan according to scale of the room they are in using a pocket compass <sup>to show the</sup> ~~to show the~~ direction.
- (7) ~~that they~~ should produce specimens of basketwork, cardboard box, sewing, bent. iron work - their own unaided work.

The child who can meet these, or similar tests, will do good work in a secondary school. What is of more consequence, will have his own interests & pursuits. This education will make for joy in living.

Let it should be thought that the 2nd

# Illustrations

September 5th

The House of Education,  
Ambleside.

Trenton to send prop of a volume on  
the subject, now in the press, of -

(a) specimens of the examination work  
of children under twelve, sometimes  
narrated, sometimes dictated.

(b) of children over twelve.

(c) suggestions as to what a child  
should know at twelve.

(d) a programme worked for a child  
of twelve "P.Q".

(e) the questions set on this programme

(f) the answers to these questions by  
the "P.Q".

(g) a rough drawing illustrations of a  
favourite scene from Julius Caesar. The  
children had been reading Plutarch's  
Julius Caesar as well as the Play.

The House of Education,  
Ambleside.

B.

This an open question whether children

There are a large number of the examination  
papers of the Parents' R. Sch. in their own writing at the  
office of the Union 20 Victoria St. Also a good many  
children are being taught on these lines in London.  
Who could easily be brought together to test, for  
example, their power of narration ~~by~~ <sup>after</sup>  
a single hearing.

(and Sir)

C. H. M.

F. M. P. IV - 9 - 6.



The House of Education,  
Ambleside.

his own interests & pursuits; this education  
will make for joy in living.

The sort of tests, I propose, are quite  
easy to the average child of twelve. An  
experience, which I venture to quote, has  
convinced me that ~~such results are easily~~  
~~attainable~~.

In the early days of the Parents'  
National Educational Union, some fourteen  
years ago, we found that many of the  
children of the members of the Union were  
taught at home by second-rate governesses.

The problem was, to secure a liberal  
education for these children, in default  
of good teaching. With this end in view the  
Parents' Review School was established in  
which programmes of work designed to  
give the children a liberal education upon

the best books in a variety of subjects — an  
<sup>followed by examination papers at the end of the</sup>  
2nd term, term by term, we have found the <sup>term</sup> results astonishing.

The idea in the first place was to bring  
these home-taught children up to the level of  
children taught in schools, but the working of  
a scheme, which was rather forced upon us  
by circumstances, has opened our minds to  
~~the conviction~~ <sup>the conviction</sup> that children under twelve —  
<sup>or fourteen</sup> taught in schools as well as at home — might  
get a more liberal education than generally  
falls to them if they were allowed to learn  
from a large number of good books  
instead of receiving their knowledge by way  
of oral lessons.

As I am breaking what is possibly  
new ground I append a few illustrations  
of the sort of thing I have in view. The conditions  
& programmes of work <sup>examination papers</sup>



The House of Education.  
Ambleside.

of succession (1) that the Education of  
Children between six & twelve be on  
things & books & (2) that oral teaching,  
whether by lesson or lecture, take a  
subordinate place in the school work.

I am, Sir,

Truly yours

Also venturing to send proof from  
volume on the subject now in the press of, -  
specimen of the

- (a) Examination looks of children under twelve, sometimes narrated sometimes dictated.
- (b) of children over twelve.
- (c) Suggestions as to what a child should know at 12
- (d) The examination of a child of 2, with

21/11/1904

2



The House of Education,  
Ambleside.

P.S.

This is a new departure that has long  
wanted - School Branches.

With Miss Thompson write to Mr. Stewart  
after the Committee on the 15<sup>th</sup> day

//// (a) read Part 20 to persons, invite  
discussion, get outsiders to join  
etc etc.

also it has cheap a rate could  
you let a School Branch have one  
copy of the Review: they want it  
badly.

more  
Don't write how the thing is  
immediate.

Then the members of the new edition of Mrs. Keble's  
Stories (R. D. L. & Co.) would do. or Miss Alice Keble - is this  
to give to the children?

# "Regulations for the Instruction Training of Pupil-Teachers"

Possible  
Alterations

The Board desire to secure a liberal range of reading & a habit of intelligent study rather than that of memorising for examinations. They therefore issue a detailed syllabus setting certain work in set books term by term, to be examined upon at the end of each term. Thus, there would be six examinations during the two years of pupil-teachship but the sixth examination would be accepted as qualifying for the Kings' Scholarship.

Any syllabus covering an equal number of pages in an equal number of books of the same calibre <sup>but</sup> for study during each term would be accepted by the Board on condition that the examination results <sup>be</sup> equally satisfactory with those produced on the syllabus issued by the Board.

The subjects are those already set for the Kings' Scholarship Examination but the work is divided into six parts with detailed instructions regarding each subject, for example: —

1. Reading. The time table will allow for 12 lessons of 45 min: each in English literature. This time should be given almost entirely to reading aloud. Thus, for the period



which is usually ~~is~~ <sup>is</sup> memorizing <sup>or</sup> rote learning papers.

It is only upon the final examination, the Sixth, that any consequences will depend. The previous five are designed for the help of pupil-teachers & their teachers will be judged by test papers from each centre. It is believed that the anxious strain of cramming for examinations will be escaped by means of this sort of steady gradual work.

The pupil-teachers should be able to certify that they have limited themselves to 2 hrs a day (10 hrs a week) for home study, giving to each subject as much time for home work as that subject receives on the time-table. The sort of work the Board desires to see is <sup>the usual method of</sup> better done by a single intelligent reading than by <sup>laborious</sup> cramming. It is hoped that both the teachers & students of pupil teachers centres will throw themselves earnestly into this effort of the Board to secure fast intelligent work in place of the drab

1646-1660 Cromwell (fr. Henry's State Papers) 3 lessons

Paradise Lost: Book V. 5 lessons

Antiphrasis (passages from) 1 lesson

Short readings from Herbert, Sterick, Vaughan, Conley  
(from The Anthology) 3 lessons

A play of Shakespeare's that in character would present,  
occupy 3 lessons.

Books explain themselves the habit of reading  
teaches the art of reading, therefore little time need be  
given to explanation or drill in good reading.

2 Recitation should be of passages chosen from the reading for the  
term.

3 Teaching should include the power to work intelligently with books  
(other than Readers).

4. Drawing. (C)

(3 lessons)  
Anthology

Crawshaw, Herbert, Herrick, Vaughan, Randle & Wode  
shall be read in the term.

1. Play of Shakespeare's could probably occupy 3 readings in  
character.

2. Recitation Should be of passages chosen from the Reading for  
the term.

3. Teaching Should include the power to work a class intelligently  
with books of sketching (other than Readers).

4. Drawing (a) from representations of ornament as specified.  
(b) brushdrawing from twig, wild flower or fruit  
according to season.

(c) brush outlines of common animals.

(d) details from reproductions of pictures by Millet,  
Landseer, Rosa Bonheur, Rembrandt, Millais  
Burne Jones, ~~Verelst~~ <sup>3</sup> & <sup>4</sup> the Boston. <sup>5</sup> Half a dozen  
reproductions by one master to be studied each term.

5. Music as specified by some half dozen artists.  
6. Needlework ditto. 6 patterns by one artist being filled in  
7. Penmanship 10 to each term (1 half hour each lesson)  
8. Dictation see Instructions

9. English Composition To deal with subjects arising from the History or  
Literature of the term or with current events.

Appreciations or descriptions in English verse should be  
attempted as perhaps preferable to paraphrasing.

10. Reproductions by these masters may be had from the H.A. for  
Schools Association (Pen Pictures) about 1/- each.



10 English Language Literature

- 1<sup>st</sup> year as specified Seeley, Abbotts English for English people  
 2<sup>nd</sup> year as specified Trench 1<sup>st</sup> year  
Bradley 2<sup>nd</sup> "

3<sup>rd</sup> year for study: Books vary with the period of history studied.

4<sup>th</sup> for general Reading: See Reading (Woodstock for example, (1640-1660). The Courtship of Miles Standish

11. Geography 1<sup>st</sup> Year Asia, Africa, America  
 L.G.R. Book I. 1<sup>st</sup> Year  
 2<sup>nd</sup> Year British Isles, India, & the  
 Chief British Colonies & Dependencies  
 L.G.R. Book II

3<sup>rd</sup> Year. Asia Marco Polo. Rothen \* 16  
 Africa Pungwa Cassell 66<sup>3</sup>  
 America North West Passage (Hardy 16)  
 Arnold Travels. This World of ours 2 Years.  
 Street maps.

might be borrowed from public libraries.

2<sup>nd</sup> year

Marshall's History  
Norman MacLeod. Letters from the Far East  
General trading Kine (b<sup>o</sup>)  
Letters from the Hawaiian Islands (Dufferin)

12 History (a) Of Modern Europe ~~etc~~ including England. Lord's Modern Europe (b<sup>o</sup>)

(b) Four New Times. Martin Macaill's Shorter History of our Times (b<sup>o</sup>)  
volumes? of the story of the nation's Lewis

13 Arithmetic  
14 Algebra  
15 Geometry

} as specified.

16. Language other than English as specified or, details will follow.

17. Every Day Morals Onesels one book each year.  
or text-book on Hygiene.

4 <sup>approximate</sup>

Time Table allowing  $7\frac{1}{2}$  hrs a

week (300 hrs a year).

Literature	<del>45</del> 45	65
History	<del>60</del> 10	80
Essay	<del>20</del> 10	25
Geography	<del>40</del> 35	85
European History		45
Story Day Novels	20	20
French	40	40
English Grammar	30	30
Latin	40	
	<hr/> 300	

+ a quarter of an hour for each subject.



1928/29/30 1/2  
Network of syllabus  
(optional)

16 Language other than English as specified, or - details will follow.

17. Every Day Morals : OurSELs (? one book each year) a text-book on Hygiene, home & on Domestic Economy.

18 Elementary Science as specified.

Books suggested: -

- Elementary Biology Thomson's Animal Life
- Elementary Botany Geddes' Chapters in  
Modern Botany
- Elementary Astronomy Bull's Starland  
The Constellations  
(Fells & Inglis)

In centres where (as in those under the London County Council) as Scripture Syllabus is taken up, Pupil-Teachers might with advantage study Abbott's Bible Lessons (Macmillan 4/6) a book which affords some training in clear thinking.

Time Table allowing 4 hrs a week (200 hrs a year).

Literature	45
History	50
Essay	20
Geography	35
Everyday tasks	20
Greek } or Latin }	40

English grammar 30

$240 = 4 \text{ hrs} = \frac{1}{2} \text{ time}_{\text{h}}$  available for ~~learning~~ <sup>the</sup> allowed for ~~learning~~

+ an equal time of evening work for each subject which would <sup>about</sup> give the same amount of time which we have proved sufficient for the specified work.

12/10/1948

Alterations in 'Regulations' necessary to include the Scheme  
now proposed.

Page VII Prefatory Memorandum after (6.) 'in order to  
facilitate etc'

Chapter I

Page 1

### Preparatory Classes

(d) 'have followed the scheme of work proposed by the  
Board for Preparatory Classes and have taken the  
examinations for nine successive terms (3 yrs).'

[This would secure actual education for the  
3 yrs between 12 & 16 in the scheme we have  
worked with much success in the Parents'  
Review School. I am forwarding the work for a  
year & the questions upon it the Time-Table.  
Hundreds of not very well taught children have  
done this work with much intelligence & interest.  
No doubt modifications would be necessary in  
a scheme for 'preparatory classes'. In country schools  
where no Pupil-Teachers' Centres are available,  
the pupils would be able to do much of the work  
as 'private study'.

Pupils who had gone through this three years' course  
would have received: —



- (a) an intelligent knowledge of English History
- (b) of contemporary French History.
- (c) of the informing ideas which actuated the chief persons of Greek & Roman History. (they will have read nine Plutarch's lives <sup>4</sup>)
- (d) a considerable amount of literature illustrating the History they are engaged upon
- (e) will have begun Latin, French & German on intelligent lines.
- (f) have read some elementary books in these languages.
- (g) have a fair knowledge of Arithmetic & have done some Practical Geometry.
- (h) the usual knowledge of English Grammar.
- (i) have some knowledge of England county by county & of Europe country by country together with some knowledge of Zoology Physical Geography & of Elements Elementary Science.
- (j) will have a considerable knowledge of nature & will know some intelligent books on the subject.
- (k) will have acquired various handicrafts

+ Cassell's are substantiating the idea of publishing an improved edition of these 10th vols of the National Library to each.

VI

- (b) some knowledge of music
- (m) of Swedish & other drills.
- (n) will have learnt to draw: —
  - (1) flowers & or plant in landscape
  - (2) familiar objects in charcoal
  - (3) details from pictures they have studied.
  - (4) will have become fairly intimate with six works of each of nine painters, i.e. they will know some fifty pictures well enough to reproduce a mental image of each of them.

Besides having covered this liberal field of knowledge they will have learned: —

- (1) To grasp the sense of a passage of some length at a single reading.
- (2) To spell & express themselves in writing with ease & correctness.
- (3) To give an orderly & detailed account of any subject they have studied.
- (4) To describe in writing what they have seen or heard from the newspapers.

All this has been done with <sup>such</sup> already success for the last fifteen years that there is hardly room for a doubt that it would answer in the case of young people pursuing

the pupil Teacher.

preparing to be Pupil Teachers.

If it were possible to secure Junior preparatory classes (children from 7 or 8 - 12), that is to say, if the whole range of the schools could be touched, the results would, of course, be still better, the children would have a wider more solid basis of knowledge.

But this sort of work can be taken up at any point & at any age & always wins the interest & enthusiasm of the scholars.

Page 6  
Approved  
Leaving  
Examination

(after "accepted by the Board for the purpose": -  
(c) passed satisfactorily the sixth Terminal Examination on the Scheme of Work for Pupil-Teachers.

Page 6  
Time Table  
&  
Syllabus

after (d.): -  
or, the Time-Table Syllabus proposed by the Board may be used.

Page 2  
'Concluding  
Examination'

"or some other examination etc": -  
or to the Concluding Examination on the Scheme of the Board.



Page 15

Examinations recognised as qualifying candidates for admission as pupil teachers.

(7) The ninth successive examination upon a scheme of the Board for Preparatory Classes.

Page 16

Examinations qualifying for admission to a Training College

(2) The sixth examination (at the end of second year) upon the scheme of the Board for Pupil-Teachers.

# Regulations for the Instruction & Training of Pupil Teachers.

Possible  
Alteration

Not

that which would include the scheme of work in view.

The object of the scheme is: -

- (a) To secure the habit of study, i.e. rapid & intelligent reading instead of mere memorising for examinations.
- (b) To secure acquaintance with a fair range of literary works bearing on or on the historical period studied.
- (c) To secure some intelligent consecutive knowledge of <sup>modern</sup> European including English history.
- (d) A syllabus & time-table will be issued term by term appointing a given number of pages in recommended books.
- (e) At the end of each term, examination papers on the work of the term will be sent to each ~~school~~ centre which has taken the syllabus of the Board.
- (f) Then every pupil-teacher will have passed 24 terminal examinations <sup>each</sup> on a definite syllabus & the sixth examination, passed

Successfully, will qualify for the King's Scholarship.  
 As the object of the Board is to secure a liberal  
 range of reading & the habit of intelligent study,  
 any syllabus, covering an equal number of  
 pages, or an equal number of books of the same  
 calibre, for the study, during each term, will be  
 accepted by the Board, on condition that the  
 examination results are equally satisfactory  
 with those produced on the syllabus proposed by the  
 Board.

The subjects are those already set for the King's  
 Scholarship Examination, but certain detailed  
 work is given for each term & examined upon at  
 the end of the term, for example. —

1. Reading It is calculated that the Time Table will  
 allow for twelve lessons (of  $\frac{3}{4}$  hr. each) devoted  
 to English literature.

This time should be given almost entirely to  
 reading aloud.

Thus for the period (from 1640 - 1660) Cromwell  
 from Hewes & Stow. <sup>(3 readings)</sup> Worship Paradise Lost Book V (5 lessons)  
 Passages from the Amor Pacifica & short readings from  
 (1 lesson)



unpublished

It is under consideration to change  
the title of the Parents' National  
Educational Union into

The International Union of Parents'

Teachers, with a corresponding  
extension <sup>modifications</sup> in the organization.  
of the Association

Various Continental Countries

Educational ~~the~~ bodies or  
educational experts in various  
Continental <sup>Countries</sup> ~~States~~

have approached the Union,  
either attracted by its principles,  
its objects ~~its~~ methods. To place  
it upon an international basis

now, it is believed, <sup>may</sup> ~~bring out~~ <sup>promote</sup> ~~the~~ <sup>the</sup> ~~principles~~ <sup>the</sup> ~~object~~ <sup>the</sup> ~~that~~ <sup>the</sup>



the wisdom & experience of each  
may be profitable to all."

The advantages which the Union  
has to offer to <sup>persons, or</sup> any country adopting  
it are:-

(a) An educational Association  
which has proved as attractive  
to parents as to teachers.

(b) An organization & methods  
of work which run smoothly  
& ~~in~~ easily ~~should~~ promote  
self-activity in the ~~various~~  
branches which tend to form  
themselves throughout a country.

(c) A common platform for  
Parents & Teachers when they meet  
to form a better public opinion

on the subject of the training of  
children" & also of their instruction.

The Parents' National Educational  
Union possesses also a certain  
philosophy of education, simple

in its principles & easy to work,  
~~and~~ in which the experience of a good  
many years has proved to be  
satisfying in its results.

This philosophy may or may not  
be embraced by countries adopting  
the Union <sup>any way</sup> but either case it  
~~should be of use~~ offers an advantage in the present  
chaotic state of educational  
thought, as it offers <sup>any</sup> a basis for  
discussion, & if need be, a  
~~point of departure.~~



Shellman has also, in <sup>accordance</sup> <sup>with the</sup> <sup>above</sup> <sup>mentioned</sup> <sup>philosophy</sup> <sup>of</sup> <sup>education</sup>

with the above-mentioned philosophy  
~~of education~~  
outlined curricula for the  
instruction of children between  
the ages of 6-17 with definite

programmes of work for each

Semester of school life (between  
6 & 17) might be adopted  
they are. ~~It would be~~ <sup>the</sup> <sup>most</sup> <sup>satisfactory</sup>  
~~in the~~ <sup>the</sup> <sup>most</sup> <sup>satisfactory</sup>  
in the

may of producing all-round  
intellectual, physical, moral  
development & more joy in life.

The adoption of or rejection of these  
curricula methods of instruction are  
optional to the individual members  
of the Union. The methods of the  
school of the <sup>university</sup> <sup>of</sup> <sup>the</sup> <sup>university</sup>  
Shellman passage also <sup>are</sup> <sup>of</sup> <sup>the</sup> <sup>university</sup>

2d. properly to collect



305900575  
Setting forth its philosophy &  
various ~~important~~ <sup>educational</sup> ~~principles~~ <sup>and</sup>  
an ~~educational journal~~ <sup>as an educational journal</sup> published  
monthly which <sup>has held its own for</sup>  
at least 10 years.

Arrangements <sup>which should</sup>  
There ~~should~~ be made, available  
(by means of translation) <sup>for</sup> ~~from~~ State  
joining the International Union  
~~in an~~ of course not obligatory.

This felt that the Parents' Review  
which is about to change its title  
to International Review for Parents &

Teachers <sup>to</sup> should be greatly  
enriched by contributions from  
the educational thought <sup>practice</sup> ~~thought~~  
of the <sup>such</sup> ~~several~~ <sup>countries</sup> ~~states~~ that should  
co-operate in the International  
Union of the World's Educational



213p6pneu59A

course, the Reading Circles, National  
History clubs (for children) & other  
activities of the Union might all  
help to stimulate other members of  
the International Union.

7 This desirable, -

(a) that some person should  
offer himself or herself as <sup>corresponding</sup>  
member for any <sup>country</sup> state in which  
a branch of the International  
Union seems likely to be of use.

(b) that such corresponding  
<sup>endeavour to arrange</sup>  
members should raise a small  
~~fund~~ for the translation &  
distribution of the leaflet which  
sets forth the principles &  
methods of the Union

in such amount  
213p6pneu59A

(c) that three persons, who should  
be suitable representatives of ~~the~~  
~~state~~ ~~on the~~ General  
Council should be suggested

(d) that the correspondents should  
<sup>occasional short</sup>  
secure some notes of the current  
educational work of the state  
he represents for the journal  
of the Union,

7 The Union also possesses a  
college for the training of women  
leaders upon its principles  
& methods.







association for the better literary education of children  
between the ages of 5 & 14 years

# Council

It seems probable that educational Councils are rather  
disappointing because children between the ages of 5  
to 14 have not learned to read with delight books which  
deal with the subject matter of literature in a literary way.  
Solid spelling, a poor vocabulary, little power of either  
writing or speaking English is the consequence. Other educational  
defects have been taken in hand by other important  
Associations such as the The Modern Language Association, Modern  
Study Association, National League for Physical Education,  
National Handwork Union, Geographical Association,  
Mathematical Association etc.

Our desire is to form an association to remedy  
this grave defect in our educational work. Because  
the Boys Union has worked, what it calls,  
an experimental school for some fifteen years with  
intending success in securing historical, literary  
knowledge by means of the picture plates and in  
securing delight in these studies so that they are carried  
on through intellectual pursuit when school days are  
over. Because this end has been attained in



To introduce P.R.S. programmes as syllabuses issued by the Board?

Pupil  
Teachers

Uncertificated Teachers  
(one of the qualifying innovations).

The examination on the last programme issued by the Board in condition that this is at least the ninth programme of work taken up by the student (3 Year).

Elementary  
Schools.

There seems no reason why children of all classes should do the same work until they are 13.

Secondary  
Schools

Registration. Schools which work the Board syllabuses according to Regulations may be registered if the test work is above the average.

Persons which prefer to use their own syllabuses may also be registered on the following conditions

- (a) that they send up a list of an adequate number of <sup>for</sup> ~~persons~~ <sup>pages</sup> in each book, to be read by each child in each class during each term of the school year.



- (b) That they send up <sup>250 papers</sup> test papers (examinations) set by themselves covering the whole of each syllabus covered by the child in each class & that the work is above the average (60%)
- (c) That the time allowed for each subject must not exceed the time prescribed in the Time Tables sent on by the Board.

Recognition (without grant).

It might be well to introduce the historical subjects & literature first. Children of 13 should be able to read with delight books dealing with the subject matter of knowledge of literary value. They should be able to spell well write fairly about matters of which they have read. They should learn school with some intellectual delights & some moral ideas. We find that these results can be attained in <sup>perhaps</sup> the minimum of time allowed for the subjects in any school. No home work & no preparation is necessary then. an hour or two "correction". Children of 13 have 3 1/4 hrs. a week on historical subjects. These include Scripture, English History, & French History, Plutarch's lives. The literature illustrates the history & is not taken as a detached subject.

last term. For example, the English history (Arnold  
Forster) & the French History (Mr. Criglow) dealt with  
the period 1327-1485 & the Chronicle of Froissart  
for the period, Henry V<sup>th</sup> & Queen Isabella were  
made by way of illustration. Thousands of children  
have worked through similar programmes in a term  
of about 11 weeks without previous Fifth Year history.  
Only a small percentage have failed to read their  
subjects & to express themselves in good & forcible  
English & to spell & spell. It appears that such  
results are easily attainable by children of any social  
class in condition that they had a due number of  
pages of the right books. As the choice of books,  
number of hours etc., are delicate matters, it may  
be as well to make use of a scheme that has  
passed beyond the experimental stage: such as  
many teachers may have equally successful methods -  
to be tested by the number of books read by their  
pupils & by the printing with which these are able to  
deal with the matter that has appeared, any list of  
books, showing the number of pages to be read by each  
pupil in each term might be accepted in certain  
conditions.

13. The following information accompanies these  
~~clauses~~ ~~to be~~

- A. College
- i H.T. Inspector's Report Dec 1901
  - ii " " " " " 1902
  - iii Report of Examination in Theory & Practice of Teaching Dec 1902
  - iv Report of Examination of the National Health Society Dec 1902
  - v Report of Board of Examination for Educational Handwork Easter 1902
  - vi Report of Nation 1902 Works Dec 1901
  - vii Objects of the College (see Prospectus)
  - viii Curriculum " " " "

B. Practising School

The practising school is worked by the students in the Parents' Review School.

- Enclosures
- i Prospectus of School
  - ii Set of programmes classes i-iv
  - iii " " Timetables " i-iv

for morning work. The afternoon is given to the making of handiwork after Nation walks & handiwork ~~relaxing~~.

iv Report of examiners on work done in the Parents' Review School which is worked by correspondence & members <sup>being</sup> ~~several~~ <sup>English & the colonies</sup> hundreds of members living in all parts of the world. The students go to teach in families in almost all cases & their new pupils join the school so that the Principal is able to keep in touch with the work of the students who have left the College.



The chivalry of our officers we can trace more readily to the  
 heroic impulse derived from the tincture of letters that every  
 public schoolboy gets & to those 'playing-fields' where the boys  
 acquire habits of obedience & command. But what about the  
 abysmal ignorance shewed in the wrong thinking of the men who stay  
 at home? Are we to blame? I suppose most of us feel that we are,  
 for these men are educated as we choose to understand education.  
 They can read & write & think & follow an argument though they  
 are unable to detect fallacies. Why do they seem incapable of  
 generous impulse, of reasoned patriotism, of seeing beyond the circle of  
 of their own interests? These things men are enabled for  
 by education; they are the marks of educated persons; & when millions  
 millions of men who should be the backbone of the country are  
 dead to public claims, we have to ask why are not these persons  
 educated, & what have we given them in lieu of education?  
 Much thoughtful care has been given to the ascertaining of the  
 causes of the German breakdown (ie, in character & conduct). We  
 regard this war-scurge as symptomatic & track the symptoms to  
 their cause in the thought the people have been taught to think  
 during several generations. We all know about ~~Nietzsche~~  
 Nietzsche, Treitschke & Bernhardt & the rest, but Professor Muir-  
 head \* has done us the service to carry the inspiration further  


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 German philosophy in relation to the War by J. H. Muirhead (Murray  
 2/6).

teaching principles which should bring about the French Revolution, but men's thoughts are more potent than they know,\* where these two Englishmen may be credited with powerfully influencing two world-wide thought movements. But in Germany, "prepared by a quarter of a century of materialistic thought" the teaching of Darwin was accepted as offering emancipation from various moral restraints. Ernst Haeckel, his distinguished follower, finds in the law of natural selection the sanction for Germany's lawless action; & also, that pregnant doctrine of the superman: "this principle of selection is nothing less than democracy, on the contrary it is aristocratic in the strictest sense of the word". We all know how Büchner simplified & popularised the new thoughts. "All the faculties which we include under the name of psychical activities are only functions of the brain substance. Thought stands in the same relation to the brain as the gall to the liver." What use or misuse Germany has made of the teaching of Darwin would not, save for the war, be of immediate concern to us, were it not that she has given us back our own in the form of that "mythology of faculty psychology" which is all we possess in the way of educational thought. English psychology proper has advanced if not to firm ground, at any rate to the point of repudiating the faculty basis. "However much assailed, the concept of a mind is," we are told, "to be found in all psychological

\* Haeckel quoted by Professor Thorndike  
Büchner - " " " "



writers. \*

But there are but mind & matter, & when we are told that "psychology rests on feeling", where are we? Is there a middle region?

However far our own more philosophical Psychologists have advanced in realising a spiritual concept of mind, the theory which has filtered through to educationalists is the out-of-date notion of the development of faculties which itself rests on the axiom that thoughts are no more than a function of the brain. This is the sole ~~justification~~ justification for the scanty ~~curriculum~~ curricula provided in our schools for the tortuous processes of our teaching, for the mischievous assertion that "it does not matter what a child learns but only how he learns it," we teach much & the children learn little, & all the time we think we are 'developing' this or the other 'faculty'. There is a great future before the nation which shall perceive that knowledge is the sore concern of education & that knowledge is the necessary daily food, let us say, of the mind.

Teachers are looking out for the support of a sound theory

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! quote from the article on Psychology in the Encyclopedia Britannica as being <sup>most</sup> ~~most~~ likely to exhibit the authoritative position.



I know of no modern theory excepting that which I advance here (or  
 elsewhere) which recognises fully the part mind plays in education  
 & the conditions under which this prime agent acts. We do not  
 want a psychology of education, because psychology is concerned  
 largely with the functions which connote feeling. We want a  
 philosophy of education which, recognising that thought alone appeals  
 to mind, & that thought begets thought, shall relegate to their  
 proper subsidiary place, all those sensory & muscular activities  
 which are supposed to afford intellectual & moral as well as  
 physical training. The latter is so important in & for itself  
 that it need not be bolstered up by the notion that  
 it ~~includes~~ includes the whole or the "practically important  
 part of education. The same remark holds good of vocational  
 training, our journals ask with scorn, "Is there no education but  
 what is got out of books & at school? Is not the lad who works  
 in the fields getting education?" The public lacks the courage  
 to say definitely "No, he isn't, because there is no clear notion  
 current as to what education means